



WEASEL

The much maligned weasel is undoubtedly the most efficient mouser on the North American continent.

PHOTO BY CY HAMPSON

the **ATA**
magazine

DECEMBER 1961

EDMONTON PUBLIC SCHOOL BOARD

TEACHING OPPORTUNITIES—SEPTEMBER, 1962

The Edmonton Public School Board anticipates employing 300 additional staff members to teaching positions effective September, 1962.

Most of the appointments to these positions will be made over the period February to May and early applications are invited from certificated teachers and teachers who anticipate certification by next September.

A two-year agreement completed in 1961 makes provision for an increased salary schedule scale in September, 1962, together with a revision of the allowance for past experience.

The 1962 Schedule is as follows:

One	Two	Three	Four	Five	Six
\$3000	\$3500	\$4000	\$5000	\$5425	\$5850
*5500	*6000	6500	8250	8675	9100

*\$4250 for one year of training and \$5250 for two years of training are maxima for teachers certificated after September 1, 1960.

Annual increment is \$250 for one, two and three, and \$300 for four to six years of training.

Previous teaching experience entitles a new appointee to increment allowance according to the following scale:

Less than	1 year	—Nil
	1 year	—One increment
	2-3 years	—Two increments
	4-5 years	—Three increments
	6-7 years	—Four increments
	8 and over	—Five increments

Write to:

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THE MONTH'S COVER STORY

We are pleased to announce the availability of sets of our cover pictures for the current school year, as photographed and prepared by Cy Hampson of the Faculty of Education, University of Alberta. See pages 32 and 33 for further details about the sets and about the mammal featured this month, the energetic and often misrepresented long-tailed weasel.

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Press
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THE ATA MAGAZINE

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Two Years for First Certification

Over a year ago, the Minister of Education stated publicly that serious consideration would be given to extending the minimum period of teacher education prior to initial certification, providing substantial increased enrolments in the Faculty of Education continued. This fall, registrations in the Faculty of Education on the Calgary and Edmonton campuses reached an all-time high of 2,804, according to statistics compiled by the Special Services Branch of the Department of Education. It is interesting to note that in the previous year, registrations totalled 2,148 and in 1959-60, the total was 1,726. Another significant trend has been a decline in enrolments in the terminal one-year Junior E program from a high of 528 in 1957-58 to 378 this year. During the same period, registrations in the first year of the bachelor of education program rose from 197 to 944.

In the light of such convincing evidence of preference for a quality program, the government's decision to move to a minimum of two years of training seems to be an obvious one. But to say no more than that would be less than justice and would in no way reflect the enthusiasm and gratification of those who have labored unremittingly over the years for higher requirements in teacher education. The Alberta Teachers' Association warmly commends the Premier, the Minister of Education and other members of the government for this significant forward step.

Details of the announcement made by the Premier on December 4 reveal that teachers who have been awarded certificates for one year of teacher education will continue to enjoy those teaching privileges which attend such certificates. Teachers who come to Alberta from other provinces and countries will be issued Alberta certificates on the same basis as at present for any academic and professional training completed prior to September 1, 1962. Those teachers who commence their teacher education in other educational jurisdictions after that date will be required to present the equivalent of two years of teacher education at the University of Alberta, to qualify for minimum Alberta certification.

It would seem from the Premier's statement that the Junior E certificate may continue to be issued to teachers from outside the province for some time to come, because such teachers, providing they have completed one year of

teacher education prior to September 1, 1962, could qualify for a Junior E Certificate, a situation which seems rather incongruous. If our interpretation is correct, only time will tell how many immigrant teachers will become so certificated.

It is our firm conviction that the government's action will not only improve the qualifications of the teaching force of this province but will make teaching more attractive than it now is to the high school graduates of the future. An ancillary benefit will be the incentive to undergraduate teachers in the schools of the province to improve their qualifications. There has never been any doubt in our minds that the task of raising the level of professional preparation of 13,000 teachers is a massive undertaking, but the government's timely decision coupled with the Association's ambitious professional development program may very well provide a powerful push in the right direction.

Oh, no!

We prefer to think that our Minister of Education did not advocate seriously that school boards should increase the numbers of pupils in the classrooms of better qualified teachers. We prefer to believe that our Minister knows that the matter of determining the proper load for a teacher is not simply a question of numbers but that it is a complex problem involving the nature of subjects taught, the number of subjects taught, the intelligence of the pupils, and extra duty and responsibility, to mention only a few of the factors. We prefer to think that our Minister believes that there is a law of diminishing returns. We prefer to believe that our Minister, if he was serious, did not in truth put this idea forward as a way of cutting costs because it is currently popular to propose cutting costs.

It's no secret that we have not always agreed with our Minister of Education, but even in our disagreements we have not found him to be one to jump to horrendously wrong conclusions. We have found that he has a healthy respect for investigation and research and for the views of authorities in matters affecting the welfare of education. In a matter as crucial to the educational opportunity of pupils as the question of teacher load, we can't believe that the Minister considers that it is simply a question of how many pupils can be crowded into a classroom.

The First Christmas

AS WE look into the myriads of celestial configurations, our infinite inspiration directs our thoughts to the Star of Nativity which led the Wise Men to Bethlehem in Judea. What was this star? A natural phenomenon? A miraculous apparition?

From official records we know that the event attracted the attention of the so-called authorities of the day, the Zoroastrian Priests, who lived near the rock city of Petra in Persia, some 120 miles to the east of Bethlehem. The first account of that star seen by these priests appears in the New Testament; as related in the Gospel of St. Matthew, the Wise Men came to Jerusalem and asked: "Where is he that is born King of the Jews? for we have seen his star in the east, and are come to worship him."

Since the Magi came from a city east of Palestine, they could not have followed a star shining in the eastern sky and have come to Bethlehem. Instead, they would have gone to China or perhaps India; therefore, a better translation which gives its meaning without ambiguity would be: "Where is he that is born King of the Jews? for we in the east have seen his star, and are come to worship him."

Was it a comet?

Let us now consider the meaning of the word "star". From contextual clues

of the times and from our knowledge of the understanding these people had about astronomy, it is evident that the word "star" had different meanings. Almost all objects seen in the sky were called "stars" and, according to appearance or characteristics, were classed as "hairy" stars, "new" stars, and "wandering" stars. Actually, the "hairy" stars were distended bodies we now know as comets and were thought to be portenders of war, pestilence, doom, or destruction. Even though astronomical records reveal that comets were seen between 8 B.C. and 4 B.C., the time when Jesus was believed to have been born, could we link the coming of the Christ Child with these harbingers of destruction?

We have records from ancient times of stars which flared up suddenly to a conspicuous brilliance. These stars were literally "born" before the eyes of men and were referred to as *novae* or *supernovae*. In other words, they were new stars that seemed to appear for the first time and then sink back to relative obscurity. Recent researchers, however, have revealed that these new stars were not created suddenly but were rather old stars too faint to be seen without the aid of a telescope. As the result of a process of "nuclear cooking" within the star, there were sudden explosions which poured out

J. W. Batten, author of this seasonal piece, is an associate professor of education at East Carolina College, Greenville, North Carolina. He describes some of the suggestions offered through the ages to explain the Star of the first Christmas, the light which has "influenced the entire course of subsequent civilization". The article is reprinted with permission from North Carolina Education for December, 1960.

Star

intensely hot gasses and caused it to become extremely bright.

Since stars are held together spherically by the force of gravitation and the outgoing force of radiation, there seems to be somewhat of a balance within until the continuous thermonuclear reactions cause internal instability. With this imbalance the star suddenly becomes bright and remains so only until the gasses dissipate. Then its brilliance returns to normal. One night the star could be invisible to the naked eye; the next, it could be the brightest object in the sky. If a *nova* or *supernova* were the spectacle seen in Bethlehem, then it must have been as bright as our so-called evening star, Venus. Astronomically, this would mean that the star would be at least three thousand light years away and the light would have travelled for 3,000 years before the birth of Christ in Bethlehem. Even now, perhaps, it can be seen as it floods on through space, for its brilliance will have decreased only about one-half in the 2,000 years since the first Christmas.

Was it a planet?

Another one of the early theories suggests that the star seen at the first Christmas was a planet. Planets have peculiar activities, since they seem to wander erratically about the sky, sometimes moving eastward and sometimes moving westward. This is an apparent motion, however, due to a combination of the motions of planets and the earth. As the planets revolve about a central mass, the sun, they lie almost in the same plane and thus appear to move in a definitely prescribed path, the ecliptic. Early astronomers and astrologers named these



A Joyous

Christmas season
and a New Year
filled with new hope
and new purpose.

Executive Council

and
Barnett House Staff

moving bodies "wandering" stars. Could one of these have wandered over Bethlehem and pointed the way for the Zoroastrian Priests?

Let us now compare briefly a star and a planet. Modern astronomers know that the heat from stars comes from continuous atomic and nuclear reactions which convert hydrogen into helium by evolving protons. These protons serve as energizing agents for other explosions and thus cause a proton energy chain of reactions to continue. The number and intensity of these explosions determine the size of a star — the average diameter being about one million miles. These points of light do not seem to move when seen from the earth. Planets, on the other hand, do move in an orbit and are cool bodies, since they do not generate any heat of their own. They are small in diameter when compared with stars and can be seen only as they reflect the light from the sun. Planets revolve around the sun and are attracted to it by gravitational forces. The closer a planet is to the sun, the faster it revolves. For instance, Mercury is about 36,000,000 miles away and takes only 88 days to complete its revolution, while Pluto is nearly 4,000,000,000 miles away and takes nearly 250 years to complete one revolution.

Planets in motion

Let us next consider the motions of planets, since they possibly might have some bearing on the question of what the star of the first Christmas might have been. The Magi lived in Persia. They were students of the skies and were supposed to appraise the heavens by interpreting the juxtapositions of the celestial objects in terms of human events. Planets, known as "wandering" stars, moved so capriciously that they

attributed these motions to the gods. They, therefore, named the planets after their gods, the most important ones being those, that moved slowly and imperturbably across the skies. If two planets approached one another, the priests said the gods were meeting to discuss the affairs of men.

The constellation of stars, Pisces, was especially watched very carefully by the Magi. Pisces was known as the Jewish constellation, since the exodus of the Jews from bondage was accomplished under the capable leadership of Moses when the "wandering" star, Saturn, was in Pisces. We can imagine, then, that eyes were turned now to the heavenly bodies, for a King of the Jews was to be born.

Two planets meet

Since planets nearest the sun move faster than the outer plants, they seem to catch up with one another at certain positions in the orbit. Ordinarily, of course, planets move with respect to the stars in the same direction that the earth is moving. This is counterclockwise, or west to east, relative to the stars. Each time a planet passes another planet, the one overtaken seems to retrograde. This effect is precisely the same as that one experiences aboard a bus when the bus is overtaking a car which is moving more slowly. The car seems to be moving backward from a point of view in the bus. This apparent backward movement is exactly what seems to happen with the planets.

In the early months of 7 B.C., Jupiter and Saturn were moving slowly eastward among the stars and it was evident to the Magi that a conjunction of the two planets would take place. All the motions were not understood by the astrologers but this particular

(Continued on Page 43)

Education | for Responsibility

"I have no belief in the certainty, the inevitability of a better world. It will emerge only if we learn to act responsibly. I hope teachers, in this respect will set a great example everywhere." — **Sir Ronald Gould**

ONE of the greatest stories ever written is about responsibility. There were once three men, entrusted with talents, the first of whom turned five talents into ten, and the second, two into four, but the third refused to use his one talent and he lost it. And those who had acted responsibly were not rewarded with leisure and a pension, as perhaps one might reasonably anticipate, but with more labor and more responsibility. "Well done, good and faithful servants," said the master. "You've proved you can do a little well. Now run a few cities for me." Thus dodging responsibility means atrophy, shrivelling, loss; accepting responsibility means growth and ever more responsibility.

A world without responsibility

I remember the Right Honorable George Tomlinson, when he was Minister of Education, telling of a meeting in Hyde Park, which as you may know attracts like a magnet all the exponents of the Platonic dialogue. The orator was declaiming: "Today you see the lordly ones dining and wining opposite in Park Lane, whilst you will eat fish and chips, and drink beer. But, comrades, when the day of freedom comes you too will dine and wine in Park Lane." "I'd rather have fish and

chips," interrupted a member of the audience. The orator ignored him and continued. "Today", he said, "you will see the lordly ones travelling up and down Park Lane in their limousines, whilst you go by bus or train or on foot. But, comrades, when the day of freedom comes you too will travel in limousines." "But", again interrupted the awkward one, "I'd rather walk." And the exasperated orator replied: "Comrades, when the day of freedom comes, you'll do as you are blooming well told." I recoil in horror from that sort of world.

Quite recently Canterbury University College was seeking a suitable motto. An undergraduate suggested "I'm all right, Jack", and he supported his choice with reasons. It was easily understood. It was modern and had the advantage of prior publicity. It would recall to many their years in the armed forces. It reflected the competitive element in university life. It had no religious significance and would not offend the agnostic. I have no doubt the undergraduate was guilty of exaggeration and cynicism, but is there no truth in what he said? There is, and it frightens me. Yet the alternative to this, the law of the jungle, is responsibility to others. The alternative to "I'm all right, Jack" is "Are you all right,

Jack?", and, strain though it is on my moral resources, I know which I prefer.

The need for responsibility

Do you recall how during the war Roosevelt defined the four freedoms? He said we needed to achieve freedom from fear, freedom from want, freedom of speech, and freedom of religion. This clarified our war aims and the fight for freedom became real and vital. So, in the same way, seeing responsibility and irresponsibility in action in a number of concrete and everyday situations, shows how important is education for responsibility.

I pick up Bernard Shaw's "Candida" and am impressed by the high-minded, idealist clergyman Morrell. Yet his wife Candida turns on him with the cry: "When there is money to be given you give it; when there is money to refuse I refuse it." Just so! Any credit is his, any unpleasantness hers. For all his high-minded idealism, he is a weaker character, even somewhat contemptible, because he avoids responsibility.

Responsibility in business

I meet a business man, who tells me he can get dozens of employees able and willing to carry out orders, but only rarely one who sees what needs doing and does it on his own responsibility. No wonder Truman put in his room in the White House the motto, "The buck stops here."

We teachers especially should re-

Sir Ronald Gould, executive secretary of the National Union of Teachers (England) is also president of the World Confederation of Organizations of the Teaching Profession. Its tenth assembly was held in New Delhi, India last August, and this article is adapted from Sir Ronald's presidential message to the assembly.

mind ourselves that the degree of responsibility carried differentiates professions from trades. A professional man must be able to say, "The buck stops here", for he does not merely carry out orders. He must make decisions himself, and disinterested decisions, too. When the professional man dodges this responsibility, by blindly following others, or when his actions are determined by being in the fashion or pleasing authority, he proves himself unfit to be in a profession.

I attend meetings in which facts should be faced and important decisions taken. I listen with what patience I can muster to high-sounding platitudes (principles without a program, as Bernard Shaw called them) and to vague foggy statements, committing their users to nothing. I recall George Orwell's remark: "The great enemy of clear language is insincerity," and wonder whether this foggiest is due to an inadequate command of the language, or whether the trouble lies deeper, in a lack of moral fibre.

I notice the phrases used. "I may be quite wrong, but . . ." says someone. "Correct me if I am wrong, for I am only thinking aloud . . ." says another. "It is only a silly notion that crossed my mind . . ." adds a third. What do they mean? Is this humility or mental and moral cowardice? I notice how they begin sentences. Do they unequivocally say "I think . . .", "I believe . . ." or "I am convinced . . ." Oh no! They say "I feel . . ." and so avoid being committed. Yet our great democratic leaders, our Churchills and Lincolns never flunked the responsibility of making decisions and declaring exactly where they stood. Lord Attlee, speaking to the Oxford Law Society, said: "Democracy is government by discussion, but it won't work unless people stop talking." It is a

sober thought that democracy itself is endangered by mental and moral waffling, by an unwillingness to accept the burden of making decisions and of taking action.

Forces working against responsibility

No, I am not pessimistic. Yet it is clear that there are powerful forces at work, weakening and undermining personal responsibility. Most of us do not want to harm anybody, nor, for that matter, to help anybody. We prefer the even tenor of our lives undisturbed by effort, bad or good. And because it is easier to acquiesce rather than resist, because it is easier to drift with events rather than control them, Nazism and Fascism and slavery and color bars and other social evils can flourish.

We who are educated in the academic tradition need especially to be on our guard. For the ivory tower, the home of many academics, is a refuge from social and political responsibilities. I am never allowed to forget this, for a friend of mine was so concerned about the same point that he sent me a printed copy of this pertinent sentence from Plato for framing.

Academic persons, if they study not only in youth as part of their education, but also as the pursuit of their maturer years, often become decidedly queer, not to say rotten, and those who may be considered the best of them are made useless to the world by their very study.

Obviously we must be on our guard lest we, too, become queer, rotten, or useless.

Affluence and responsibility

Then, too, as society becomes more affluent, the pursuit of more and yet more of this world's goods tends to undermine moral responsibility. Most of us from the West have in our kitchens and garages more aids to

"We seek to gain the whole world and are in danger of losing much which makes life worth living."

comfortable living than Louis XV had in the whole of Versailles. Poverty has been suppressed; scourges and pests have been wiped out. Men's lives have been lengthened. Inventiveness has made us prosperous. And others we hope will soon enjoy the same advantages. And yet, clearly, there is something wrong. And what? Ourselves. "The fault, dear Brutus, lies not in our stars but in ourselves, that we are underlings." We, so competent in harnessing science to material standards, are much less competent in harnessing our intellectual and moral resources to improve the quality of life. We engage in a rat race with bread and circuses as prizes. We seek to gain the whole world and are in danger of losing much which makes life worth living.

Moral relativism and responsibility

Besides this, in rejecting the religion of our forefathers all too many have drifted into a kind of moral relativism, which blurs the distinction between right and wrong. Chesterton once described sin as "a fact as practical as potatoes". "Whether or not a man can be washed in magical waters," he said, "there is no doubt he wants washing." "But certain religious leaders," he went on, "have begun in our day not only to deny the highly disputable water but to deny the indisputable dirt." I think I see his point. Some of the intelligentsia not only doubt whether this or that influence can reform man, but even doubt whether he needs reforming. And clearly we think he does, or we should not be discussing education for responsibility.

Social acceptability and responsibility

In these days, too, social disapproval is usually reserved for the trivial. Frowns, head-shakes or rebukes follow such solecisms as eating peas with a knife, or calling writing paper, notepaper, or table napkins, serviettes. For these offenses you are labelled "non-U". You are "out" and not "in", socially condemned for the trivial and unimportant.

But if you do not carry the responsibility you should in your church, society or teachers' organization, or if you fail to do your duty as a citizen, it is unlikely that anybody will criticize or condemn you. Salt can lose its savor, trees bear no fruit, priests and Levites go on their way heedless of suffering humanity and without a word of condemnation. The word "idiot" in Greek times was used to describe one who failed to carry his political responsibilities. It is significant there is no modern equivalent.

Popular psychology and responsibility

I fear, too, that popular psychology and even more pseudo-psychology have undermined moral responsibility. Wrongdoers now, it is argued, not being responsible for their wrongdoing, should not be punished or condemned. They suffer from lack of security (as, alas, I do), from lack of love (as I do even more), or from a split personality (as I do. Like St. Paul, I do what I should not and leave undone what I should do). In Hollywood the immoral and anti-social are not blame-worthy. For the fault lies not in the person concerned, but in his youth or childhood, or with father, mother, sister, guardian, teacher, neighbor, or the state. Such a person deserves pity not blame. He does not mean to do wrong; he just cannot help it. He is but a

crazy, mixed-up kid with something deep within him twisted and warped. Listen to this from the modern musical, *West Side Story*—

Dear kindly Judge, your Honor

My parents treat me rough

With all their marijuana,

They won't give me a puff.

They didn't want to have me,

But somehow I was had.

Leapin' lizards—that's why I'm all bad.

Whatever popular psychology may say, I am old-fashioned enough to believe he can be master of his fate and captain of his soul.

Mass media and responsibility

Then, too, mass media, newspapers, pictures, television and radio have all to some extent been guilty of propagating anti-social values which deny personal responsibility. Of course, there are many honorable exceptions. Here are the Ten Commandments, brand-new and up-to-date, not brought down from Sinai on tablets of stone, accompanied by thunder and lightning, but rewritten on the basis of the values so often exemplified by the mass media.

First Commandment—Thou shalt have no other gods before thyself.

Second Commandment—Thou shalt not make unto thee any graven image or any likeness of anything that is in the heaven above or in the earth beneath or that is in the waters under the earth. Thou shalt not bow down thyself to them nor to anybody else.

Third Commandment—Thou shalt not call on the name of the Lord except in vain.

Fourth Commandment—Remember the Sabbath day and the Sunday to keep them wholly free from work. Five days, or less, shalt thou labor, but Saturday and Sunday at least are for thy pleasure. In them thou shalt not

do any work, but that shall not prevent others working for thee.

Fifth Commandment — Honor thy father and thy mother whilst thou art very young and hast no alternative, but when thou hast reached thy teens treat them as the old fogies they are.

Sixth Commandment — Thou shalt not try to settle thy quarrels by reason but by force. Thou shalt be quick on the draw, for if thou dost not get thy man first he will certainly get thee.

Seventh Commandment — Thou shalt not be faithful to one man or to one woman.

Eighth Commandment—Thou shalt not steal carelessly or thou shalt be discovered. Rather shalt thou steal carefully, or fiddle or scrounge.

Ninth Commandment—Thou shalt not refrain from bearing false witness against thy neighbor, for every man must take care of himself.

Tenth Commandment — Thou shalt not covet thy neighbor's house if it is inferior to thine, nor, if inferior, shalt thou covet thy neighbor's wife nor his manservant nor his maidservant nor his ox nor his ass nor anything that is thy neighbor's. But if he has anything better than thou hast, covet it, for it is good for thee to keep up with the Jones'.

Educate for responsibility?

Yet it is my conviction that despite the difficulties, and despite the charge of introducing a bias into education, the schools should do their utmost to educate for responsibility. Others have used the schools for social and political purposes. To Isaac Watts, writing in 1728, in "An Essay Towards the Encouragement of Charity Schools", the school was an instrument of social policy, to keep the poor in their proper place in society.

For the same reason, the backward-

"The young need more than bread and status symbols to live for, and schools must make this clear."

looking, clinging grimly to a vanishing world, use schools to prevent social change. That is why the Kulaks in Russia tried to preserve the traditional religious education. That is why the Mandarins in China opposed westernization. That is why some in Oxford and Cambridge still tend to regard applied science as inferior to pure science. That is why (so our Japanese colleagues allege) their government is insisting on the teaching of an out-of-date moral code.

The effect of current values

Schools then have been consciously used for social and anti-social purposes, but sometimes they are used unconsciously. Parents realize today, as they never did before, that a Meritocracy is evolving, that the race goes to the swift and that the qualified get the best jobs. To them education is not what it is to J. B. Priestley, "the great golden gateway to the enchanted countries of the mind", but simply a means of getting on in the world. So schools tend to concentrate almost wholly, if not completely, on enabling students to amass enough knowledge to obtain the paper qualifications needed to compete successfully in a highly competitive society, with the inevitable result that the non-examinable tends to be neglected. To this extent at least we are unconsciously using the schools to strengthen materialistic values.

And yet enlightened teachers talk about the broadening of the curriculum humanizing the scientists, and the importance of art, music, religion, and morals. I am glad this is done, for some at least realize where all this

is leading. These protests, however, would be more effective given two conditions. First, there should be greater provision of secondary, university and technical college places. Intense competition for places, produced by inadequate provision, itself produces specialization, the narrowing of the curriculum and the narrowing of children's lives. Secondly, all teachers must consciously resist the tendency to turn schools into diploma factories. We must not fail the children or society. The young need more than bread and status symbols to live for, and schools must make this clear by word and deed.

Youth defended

And if schools do, they will not be working with unpromising material, for many young people are better than their elders. They wish to use our expanding prosperity unselfishly and with a sense of responsibility. They believe that reform as well as punishment should follow wrongdoing. They realize that whilst we build more roads and faster cars we need a greater sense of responsibility in their use. They can see that our governments are more vigilant about expenditure than in recognizing the social value of expenditure. They would endorse wholeheartedly what Condorcet wrote in 1793: "When at last nations, in their own better interests, invite foreigners to share equally in all the benefits men enjoy, either through the bounty of nature or by their own industry, then all the causes that produce and perpetuate national animosities and poison national relations will disappear one by one, and nothing will remain to encourage or even to arouse the fury of war." So you see I cast no stones at the rising generation, despite the number of Teddy boys, beatniks

and social misfits. I can only stand amazed and grateful for the decency and idealism of so many of our young people when their elders set them such bad examples of social irresponsibility.

For both uniformity and variety

Now what should the schools do to encourage the idealism and sense of responsibility of youth? Obviously one of the purposes of a school must be to strengthen the community spirit, and this involves establishing a degree of uniformity. Thus all schools provide knowledge of the mother tongue, or at least a common language, teach children to count in tens, and to understand the relevant legal and moral codes. This is an essential duty. But it should also be the business of the school to develop individuality. For whilst common characteristics make a community possible, uncommon characteristics of insight, discrimination and judgment make for progress, initiative and leadership. We should therefore develop the uncommon as well as the common. We should encourage children to compare and contrast, to get at the truth, to be skeptical of "angled" reporting, to resist the wiles of the hidden persuaders, to appreciate that racial differences can be explained by history and geography, to be critical of society, and to arrive at reasoned judgments. As my old friend and colleague, Sir Fred Clarke, said: "We must educate to reproduce the type but must go beyond the type."

And to do this the teacher himself must have a lively understanding of ideas, men and affairs. He must humbly seek the truth, but never assume the knowledge of a Pooh-Bah. He must honestly admit he may be wrong. Thus the schools should be free institutions, microcosms of the world as it should be.

What are schools for?

Now education has been used to destroy personal freedom. Germany and Japan used the schools to teach children to obey, to serve the state without question. Education in South Africa is not a liberal or spiritual agency, but a political weapon of great and dangerous potential power. Even in such circumstances it is difficult to make schools illiberal, for how can intellects be developed without encouraging some thinking and even dangerous thinking? But schools at their best are consciously liberalizing agents. They give freedom of opinion subject to keeping the peace, license playing with ideas, and concede the right to think, to discriminate, to question, to support, or to contradict. They assume, as Socrates did, that a life devoid of discussion, without examination, without curiosity about others' ideas, is a life not worth living. They assume, as did Asoka, the Indian Buddhist King, that "You ought to allow others the same opportunity of converting you to their ideas that you wish to have in trying to convert them to yours."

Does this then mean I concede the right of a child to do as he likes? No, I do not. Because anti-social elements exist, law is needed, nationally and internationally, and rules and discipline are needed for schools. But does this mean I would allow children to question or to contradict the teacher? Yes, indeed, if courtesy is observed. Does this mean I would encourage government of the children by the children for the children? Yes, certainly, so far as their development allows.

What must schools do?

But, some will protest, isn't this overdoing it? Can't we get on with the

"There is no freedom without responsibility and no responsibility without freedom."

three R's and leave all this business of responsibility to the parents and the parsons? Well, you can, if you think schools should produce nothing but efficient machine-fodder, people who know how to earn a living, but not how to live.

But, others will say, can't we teach responsibility without all this freedom? No, you can't, for freedom and responsibility, like love and marriage (so the song says), beer and skittles, fish and chips, and Sodom and Gomorrah, are inseparables. Man is only free if he has responsibility. Conversely he can only be held to be responsible if he is free. There is no freedom without responsibility and no responsibility without freedom. That is why Milton said: "None can love freedom wholly but good men (i.e. responsible men.) The rest love not freedom but license." And this is a fundamental question: do we want the schools to produce good men and good citizens? Do we want schools to act as civilizing agencies? Good men and good citizens are those who freely accept responsibilities. Civilization is but the impulse towards ordering our lives on the basis of discussion, understanding and coexistence, and this involves personal choice, responsibility and effort.

No, the consequences cannot be evaded. If the schools are really concerned with goodness in men, in our political institutions and in society, freedom and responsibility must affect all that is done in schools. And this is not a matter of talk alone, but of action. Principles of themselves are not enough; they should be practised.

(Continued on Page 43)

A cowboy hat is generally the symbol of adventure as hundreds of American movies have shown. Here, in this uneasy land, 120 miles from Leopoldville, towards the mouth of the Congo River and right in the middle of the bush country, one such ten-gallon hat is a symbol not so much of adventure as of achievement, courage—and learning.

The hat belongs to Joseph Albert Racicot, a French Canadian, of Grande Allée, Montreal, who whilst not exactly a member of the hard riding, boots, saddle and lasso profession, is nevertheless blazing a fine trail in his own field.

Mr. Racicot is one of 63 French-speaking teachers from ten different countries who have been recruited by UNESCO and sent to the Congo since last January to help this new republic re-establish, reorganize, reorientate and develop its educational system which suffered serious disorganization to the point of near collapse, as well as substantial loss in teaching and administrative staff, as a result of the events which followed the nation's independence on July 1 of last year. Not only has the conception and philosophy of teaching to be reorganized and reorientated, but also the whole educational structure, to adapt it to present economic, social and cultural needs of the Congolese, to their mentality, traditions and aspirations as members of an independent community.

Mr. Racicot, who brought his outsize hat with him from Canada—"I thought it would be about the best thing to keep off the sun and I was darned if I was going to wear a toupee; now it's become my sort of trademark"—is teaching English, 32 hours a week, to 252 future Congolese primary school teachers at the Ecole Normale, a teacher training establishment, at

A Teacher in a Cowboy Hat

Tumba, a remote little African village 30 miles from the nearest sizeable township of Thysville.

His hat has made Mr. Racicot so well known since he arrived at the end of last February that, even during the period of emergency, when all UN troops were withdrawn and all Europeans evacuated from the whole area south and west of Leopoldville as far as the coast, Congolese National Army patrols, who have a reputation for occasional capricious mayhem, would recognize him, let him come and go unhindered and unharmed. "Ah! Monsieur le Professeur, you can pass, we know you and your hat," they would say. Racicot estimates that apart from a very small handful of religious brothers, he was, and still is, about the only non-African in an area nearly as large as New York State. The UN troops wanted to evacuate him to Leopoldville but he refused.

The Ecole Normale is a collection of buildings, chiefly brick, that have all been constructed over the past 40 years by the Brothers of the Christian School, right in the middle of a stretch of slightly swampy, open bush country mostly eight-foot high elephant grass. The Brothers also created what is practically a full grown botanical gar-

In recognition of the unselfish service many Canadian teachers have given and are giving under international auspices in underdeveloped countries — this story was released by the Canadian National Commission for UNESCO.

den in the school grounds with plants, trees and bushes collected from all corners of the Congo. In addition to cactus, banana, mango and so on, there are some 20 different species of palm trees.

Twelve Belgian and African teacher Brothers, under the direction of Brother Visitor Clément, a Congolese, and Mr. Racicot, are the total staff for instructing these 252 young would-be teachers aged from 15 to 24 or 25. The course is six years—four years of general and technical secondary school and two years of teacher training courses. In addition at Tumba there is a primary school for 279 youngsters from 6 to 15, many of whom will eventually graduate into the teacher training section.

The crippling lack of teachers, especially in secondary and technical education as well as in teacher training, is about the most serious basic problem in the Congo at this time, as it is indeed in most of the newly independent countries of Africa. It is in this field, therefore, as well as in the matter of training school administrators and inspectors, and advising on general educational planning, that UNESCO is directing most of its assistance to Africa.

Some idea of the problem can be gathered from the fact that up to the time of independence, in the Central Ministry of Education here, the 44 senior administrators, inspectors and advisory posts were all held by Belgians, none by the Congolese. Now only three Belgians remain, at a slightly lower level, and the rest of the posts have had to be filled by Congolese, promoted from junior clerical jobs, only one of whom has a university degree in teaching and only three others who have completed their secondary education. In addition, of the nearly 2,000 Belgian lay teachers in secondary and technical education who were here before independence, it is estimated that only between 1,000 and 1,200 have returned to this country.

Mr. Racicot, of medium height, young middle age, stocky build, with horn-rimmed glasses and a ready smile underneath his cowboy hat, was for ten years professor at Ansata Foundation, Montreal, for post-graduate training, before he took this UNESCO post.

"Monsieur le Professeur" of the cowboy hat comes from Montreal and is probably a member of the Corporation des Instituteurs et Institutrices Catholique du Quebec.

"It is often very lonely here", he admitted, "with nobody to talk to except the teacher Brothers, no newspapers, no radio, no contact with the outside world for days at a time and only occasional letters brought down from Léo, but it is intensely rewarding. These Congolese lads have such a thirst for knowledge. Every one of them seems genuinely to want to learn to become a teacher so he can help his

(Continued on Page 41)

Teacher Resignation Study Completed

- No matter what the reason for resigning, a high percentage of teachers resigned before the deadline.
- As was to be expected, teachers leaving the teaching force resigned significantly earlier than teachers taking another position.
- Women tended to resign earlier than men—this is probably because more women left the teaching force.
- Teachers with the least experience tended to resign earliest.
- The date on which teachers resigned was independent of years of training, grade taught, size of school and reason for resigning.

For the purpose of the study, a joint ASTA-ATA project, two questionnaires were distributed to the secretaries of local school boards. The first covered resignations up to July 15, and the second, the period from July 16 to August 31, 1961. This report summarizes the findings resulting from the first questionnaire. The number of resignations reported on returns from the second questionnaire does not provide a significant sample.

Each year school boards are faced with the onerous task of finding new teachers to replace the ones who have resigned. Trustees have brought continued pressure to bear on the Minister of Education to revise the resignation dates in *The School Act* in the belief that this would help solve some of the problems associated with teacher resignations. Teachers have denied that a change in the date of resignation would offer any solution to these problems. As a result, a study, agreed upon jointly by the Alberta School Trustees' Association and The Alberta Teachers' Association, was launched in order to ascertain when and why teachers do resign, and to isolate some of the factors of size of school, grade taught, salary level, and sex of the teacher in relationship to date of resignation.

To carry out this study, a questionnaire agreed upon by both parties, was sent by the Alberta School Trustees' Association to the secretary of each school division and county in the province. The secretaries were requested to list the following information about each teacher who had resigned during the period from January 1, 1961 to July 15, 1961

- sex
- years of teacher education
- present step on salary schedule
- grade taught
- number of rooms in the school in which the teacher was teaching
- postmarked date of resignation
- reason for resignation.

The questionnaire differentiated between whether the teacher was leaving teaching or taking another position in the public or separate school teaching force, as different resignation dates are specified by legislation for each group. In addition, the secretary was asked to indicate the specific reason for teachers leaving the teaching force or for taking another position and was asked to make any comment about the resignation which he thought to be appropriate.

Several reminders were sent out to secretaries and, by the August 24 deadline which was established to allow time for analysis of the data, 38 out of 59 secretaries (64.5 percent) had responded. Some secretaries included in their lists teachers who had resigned before January 1 and, including these, a total of 752 resignations were reported.

Breakdowns according to the following categories have been made of who these teachers were.

A. By Trustee Zone

Zone 1	—11.2%
Zone 2	—24.0
Zone 3	—18.9
Zone 4	—21.8
Zone 5	— 8.1
Zone 6	—16.0

B. By Sex of Teachers Resigning

Male	—32.7%
Female	—67.3

C. By Years of Teacher Education

One year	—51.6%
Two years	—18.4
Three years	— 7.7
Four years	—12.6
Five years	— 5.2
Six years	— 2.9
Seven or more years	— .1
Letter of authority	— 1.0
Not reported	— .5

The median number of years of teacher education was 1.3 years.

D. By Step on Salary Schedule

One	—13.7%
Two	—11.3
Three	— 6.1
Four	— 4.3
Five	— 5.5
Six	— 4.5
Seven	— 2.9
Eight	— 4.1
Nine	— 2.8
Ten or more	—20.6
Not reported	—24.2

The median step reported was the fifth.

E. By Grade Taught

Grades I - III	—25.5%
Grades IV - VI	—24.4
Grades VII - IX	—27.1
Grades X - XII	—21.8
Not reported	— 1.2

The median grade level reported was the sixth.

F. By Number of Rooms in School

1 - 5	—17.0%
6 - 10	—23.7
11 - 15	—29.2
16 - 20	—14.1
21 - 25	— 5.7
26 and over	— 9.3
Not reported	— 1.0

The median number of rooms reported was 12.

G. By Reason for Resignation

Leaving the public or separate school teaching force	—56.8%
Taking another position in public or separate school teaching force	—42.3
Not reported	— 0.9

H. By Reason for Leaving Teaching*

Retiring on pension	— 5.6%
Illness	— 5.4
Marriage	— 9.6
Pregnancy	—15.9
Further education	—18.7
Taking a position outside education	— 5.1
No official reason given	—16.6
Other, not specified	— 23.6

I. By Reason for Taking Another Position*

Board relationships	— 3.5%
Living conditions	— 7.9
Professional relationships	— 9.7
Salary	— 2.2
Professional advancement	—19.8
No official reason given	—33.3
Other	—27.3

J. Board Secretary's Comments

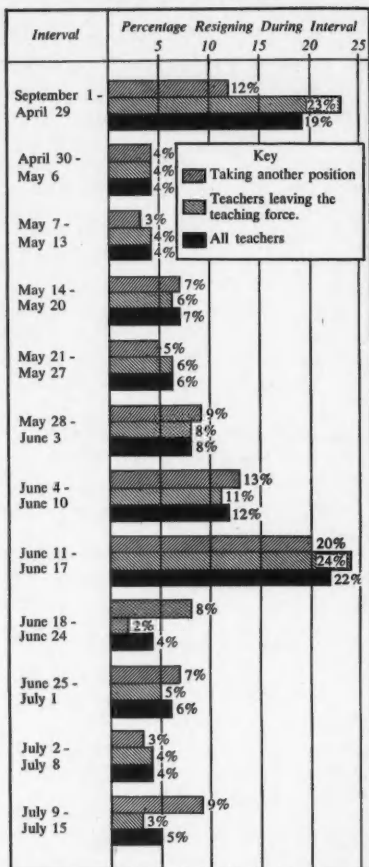
Home responsibilities	— 5.8%
Taking a position in another province	— 1.2
Taking a position in another country	— 1.2
Husband transferred	— 3.7
Letter of Authority cancelled	— 1.3
Asked to leave by board	— 1.1
Found difficulty in teaching	— .7
Moving closer to a larger centre	— 2.2
Wanted a change	— 2.5
No comment	—80.3

Significantly more (beyond the .001 level) women than men leave the teaching force. The figures in this study were 332 women to 94 men. Of the teachers who resigned to take another position, the relationship of women to men was 170 to 149.

"When do teachers resign?" is an-

*These do not total 100 percent because some gave more than one reason.

When do Teachers Resign?



swered by the graph above. A few interesting observations might be made. Nineteen percent of all resignations were given before April 30. During May and June, the number of resignations each week gradually increased until the week of June 11 - 17 when 22 percent of the resignations were given. This left 19 percent to be given during the last month. During the

TEACHERS IN THE NEWS



W. H. SWIFT

"It is an honor
and privilege
to present . . ."

In recognition of his service to education and to the University of Alberta, Dr. W. H. Swift, deputy minister of education, was honored at last fall's convocation with the Alumni Golden Jubilee Award.

Dr. Swift, who is a native Albertan, graduated from the University of Alberta with a B.A. degree in 1924; he obtained his master's degree in 1927

and his B.Ed. degree in 1930. His doctorate degree was granted by Stanford University in 1941. Dr. Swift was president of the general alumni association of the University of Alberta in 1947 and 1948 and is a longtime member of the university's board of governors. Dr. Swift has served as a teacher and principal in Alberta schools and as chief superintendent of schools for the province, and has been deputy minister since 1946. On the national scene, he has represented Canada on two occasions (1954 and 1960) at the International Conference of Public Education in Geneva and in 1956 was a member of the Canadian delegation to the general conference of UNESCO in Paris.

week preceding July 15, the legal deadline for all resignations, 5 percent of the total resignations were given.

Teachers taking another position in the teaching force did not resign quite as early as teachers leaving the teaching force. By June 17, 83 percent of the teachers taking another position had given their resignations; 9 percent of them left their resignations to the last week.

Tests were made to see if the resignation dates were independent of the variables reported. Using the .05 level of confidence no significant trends were found although two tendencies might be noted: women tended to resign earlier than men; teachers with less experience tended to resign earlier than people with more experience.

Under the two main types of resignation, the resignation date was found to be independent of the reason for

resigning. For example, a teacher retiring to go on pension did not resign earlier or later than a teacher resigning to further his education.

It would seem, then, that the time of resigning is largely independent of the factors listed on the questionnaire and must depend upon some personal qualities not explored, judging from the high percentage of resignations for which no reason was given.

Stay Alert and Alive!

- Over-indulgence at holiday celebrations can lead to stark tragedy, so wherever possible leave your car at home and take a cab.
- Never go too long without eating solid food. If you haven't time for a full meal make sure you have a hearty sandwich and a cup of hot coffee or other alertness beverage.



Guarding

Standards

THE PRESIDENT'S COLUMN

One of the serious problems of the Association arises from the evaluation of university education. This work is done by the University of Alberta and is subject to review, following appeal by a dissatisfied teacher, to an Evaluations Committee on which the Association is represented by myself and the executive secretary. During November and December the committee met twice to consider a total of eight cases. After a detailed and careful analysis of available documents the committee denied six of the appeals, increased one evaluation and reduced another.

It is unfortunate that the university staff is subjected to as much severe and often caustic criticism as results from this service, because it is clear that evaluations of university education are prepared in accordance with rules formulated by the Evaluations Committee. Perhaps many teachers do not realize that most requests for evaluations reach the university during the peak load period in the fall and, since there are not either sufficient funds or physical space to employ more staff, unavoidable delays occur.

From what I have been able to learn of the problems faced by the university staff and the Evaluations Committee, it would appear that some evaluation grievances occur because teachers do not provide at the outset complete documentation of their cases. Anything which members can do to persuade their colleagues to present complete records when requesting evaluation should materially reduce the load of the university staff and reduce the irritation and annoyance of requests for more information.

Another problem arises when the teacher presents course work and degrees taken outside the province. Evaluations of such work will probably continue to be difficult because of differences in entrance requirements, programs and the nature of the institutions attended. For example, a university which requires four years to earn a first degree likely requires less than the equivalent of senior matriculation for entry. This is true in the University of British Columbia and in most colleges and universities in the United States. In Alberta, the bachelor of arts

DEPARTMENT OF EDUCATION



Official Bulletin

No. 213

Tapes for *Le Français Vivant*

The tapes to accompany *Le Français Vivant* are now available at \$10 net per reel. There are four seven-inch reels ($3\frac{3}{4}$ IPS, dual track):
Reel 1—Introductory Lesson 2 to Lesson 6; Reel 2—Lesson 7 to Lesson 18; Reel 3—Lesson 19 to Lesson 28; Reel 4—Lesson 29 to Lesson 35.

Further information with respect to the tapes and display size illustrations may be obtained from the publishers, Copp Clark Publishing Company Limited, 517 Wellington Street West, Toronto 2B, Ontario. Orders must be directed to this address. The School Book Branch does not stock these tapes.

degree requires three years after Alberta senior matriculation and consequently the basis for evaluation is taken at three years for this degree.

Another type of difficulty is that of evaluating work taken by a teacher when attending an institution which is linked to a degree-granting university. St. John's College in Edmonton, and St. Thomas at North Battleford, Notre Dame at Wilcox, and Gravelbourg in Saskatchewan are linked with the University of Ottawa in such a fashion that it will grant a degree without requiring attendance at the university. The University of Alberta considers courses taken and degrees earned in this fashion in the same way as correspondence courses and thus will recognize such work as junior courses only, and, in general, will grant only one year of advanced standing.

An example of another problem is the case of the teacher who claims three years of college education from

Benbow Teachers' College*. When the University of Alberta finds that this college admits students after eight years of schooling, it rules properly that work at this college corresponds roughly to our high school courses.

A further problem may arise because of the content of the course work included in the degree earned, whether at the University of Alberta or elsewhere. If the course work consists almost entirely of studies in some specialty such as art, physical education, theology, music, dramatics, etc., it is not regarded as suitable for general certification.

These are only a few examples of the problems faced by those who evaluate teachers' university education. I am convinced that evaluation by the University of Alberta is the surest guarantee of maintaining standards of academic and professional education for teachers in Alberta.

*A fictitious name

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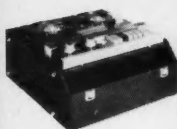
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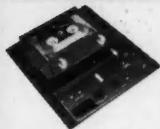
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OUR LIBRARY

The 1961 supplement to the *ATA Library Catalogue* has been printed and should be distributed before Christmas to all multiroom schools in the province. Copies of the catalogue and of the supplement are available from Barnett House upon request.

Book Reviews

Overture to Victoria

Porter, McKenzie; Longmans, Green & Co., Toronto 16, Ontario; pp. 204, \$5.50.

Overture to Victoria is the story of George III's fourth son who, unlike his brothers who spent their lives dissipating, emerges from this decadent family as the only stable member. His life as a soldier, statesman and wanderer is dwarfed only by the romance of his life. To his own family, Prince Edward was known as "Simon Pure"; to some prominent Duke, he was a laughable oaf; but to a beautiful and gracious French woman named Julie de St. Laurent, Edward could not have been more wonderful. This, then, is really the story of Edward and Julie, his mistress and wife, who, had it not been for her religion, might have begotten a future king or queen of the British Empire.

Though they were devoted to one another, dynastic politics and sense of duty ruined the pleasure of this couple. Edward left the woman he loved for 27 years and married the plump German princess, Victoria, which marriage produced "the greatest monarch in British history, who left a crown she picked up from the muck and reek of lechery securely ensconced in a new, durable and highly venerated royal code".

It took the author ten years to assemble facts of Edward's life. From material uncovered in Quebec, Switzerland and Martinique he unfolds a romance with clarity and understanding which is a real delight to read.

—A.B.M.H.

History's Mystery

Jeanneret, Marsh (with illustrations by J. L. Patterson); Longmans, Green & Co., Toronto 16, Ontario; pp. 94, \$2.75.

Remembering historical dates has always been a difficult task for students. It is a doubly difficult task when history is unspectacular. This is true in part of Canadian history which was brought about largely by constitutional rather than revolutionary means. It occurred to the author that the one date most easily recalled was that of 1492 mainly because of the verse associated with it, and this led him to put into rhyme the light-hearted presentation called *History's Mystery* which covers the salient points of Canada's story from 1000 to 1867.

Although possibly a unique idea for Canadian chronological history and delightful to read, it is doubtful whether this book will serve a great purpose. It is simple to learn several verses but to remember 94 pages of stanza for the sake of readily recalling historical dates is questionable. —A.B.M.H.

Van Nostrand Atlas of the World

D. Van Nostrand Co. (Canada) Ltd., Toronto 16, Ontario; pp. 240, 98¢.

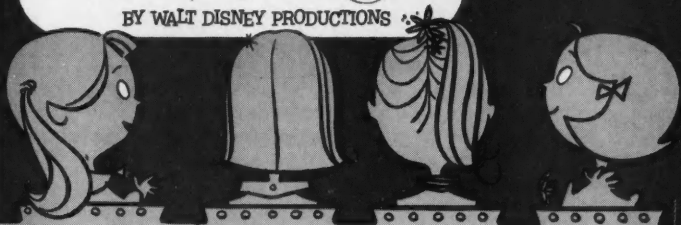
With this publication the Van Nostrand Co. is attempting to consolidate and compress information generally

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found in much larger volumes into a pocket book edition. It succeeds very well; an immense amount of material is packed into this booklet.

The maps, mostly political, are clear, legible and up-to-date, especially those of the fast changing continent of Africa. The statistical data (including such items as resources, population, temperature, climate, and international organizations) are extremely valuable and an indispensable complement to the geographical descriptions. Over and above a well defined table of contents, there is an index which contains every geographical name appearing on the maps.

Possibly the greatest advantage of a pocket edition is that of price. It is cheap enough so that everyone can afford to get not only a first copy but also later reprints and consequently remain up to date on this type of information.

—A.B.M.H.

The Cost of Education—Challenge of the Sixties

Canadian Teachers' Federation, Ottawa, Ontario; pp. 41, free.

The typical Canadian citizen is either unaware of, or undisturbed by, the gross inequalities which now exist in our educational provisions. This, according to the Canadian Teachers' Federation, is the major reason why federal support for education is slow in coming. The CTF position is stated in *The Cost of Education—Challenge of the Sixties*—a newly released 40-page booklet written with the layman in mind. Using some 20 charts and tables, the booklet develops the idea that a program of federal support for education is the only way we can achieve anything like a satisfactory

level of education in all Canadian provinces.

The booklet examines the way in which Canadians pay for their schooling, with separate chapters devoted to the provincial, local and federal shares. Evidence is presented to show that—without assistance—some provinces are unlikely ever to achieve even our present average educational expenditure. The booklet denies that federal support will mean federal control and concludes: "When a sufficient body of Canadian taxpayers forget their geographical location and demand that equality of educational opportunity become something more than an empty slogan, then progress toward this goal will be realized."

Editor's Note—The address of the Canadian Teachers' Federation from which a copy of this booklet can be requested, is 444 MacLaren Street, Ottawa 4, Ontario.

New Acquisitions for the ATA Library

Elementary School Curriculum

Haan, Aubrey; Allyn and Bacon Inc., Boston, Mass.; pp. 363.

How Children Learn

Frandsen, Arden M.; McGraw-Hill Book Company Inc., Toronto, Ontario; pp. 546.

On Their Own in Reading

Gray, William S.; Scott, Foresman & Co., Chicago, Illinois; pp. 248.

Selections from Modern Abstract Algebra

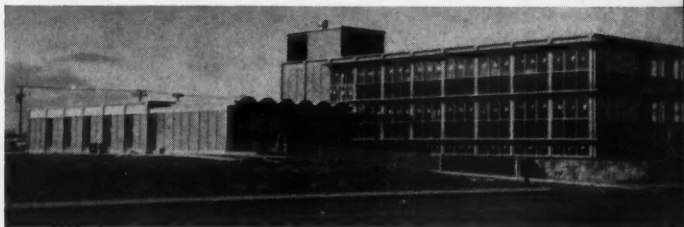
Andree, Richard V.; Holt, Rinehart and Winston, Inc., New York; pp. 212.

Sociometry in the Classroom

Gronlund, Norman E.; Harper & Brothers, New York; pp. 340.

Progress Report - New Barnett House

November



By early November, most of the glass had been installed and the building was capable of being heated so that work could progress inside.



Three men with one concern!—How are we doing? Hugh Seton, our architect, Roy Eyres, executive assistant, and Al Burkhardt, construction foreman for the general contractor, check the blueprints and the work schedule. The architect keeps a constant check with the foreman on progress. The latest information is that the building will be ready for occupancy during January.

The Barnett House Committee held two meetings during the month to consider many of the details of the interior work, including flooring, color schemes, maintenance, equipment, and house furnishings.



Professional Study Opportunities

ATA Scholarships

Each year, the Association offers eleven \$500 scholarships in education. Three of these are open to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education. Four are offered to students in the Faculty of Education who are proceeding from their third to the fourth year. Four are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year by intramural study.

Applications must be filed with the executive secretary, The Alberta Teachers' Association, Barnett House, Edmonton, by May 15, 1962. Forms are available upon request.

ATA Fellowship

The Association offers each year a fellowship valued at \$2,400. Competition is open to residents of Alberta who are members of the Association and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education in any one of the five divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.

Applications must be filed with the executive secretary, The Alberta Teachers' Association, Barnett House, Edmonton, by March 15, 1962.

Educational Psychology Fellowships

A number of research and teaching fellowships, valued at \$2,500, are available in the University of Alberta for graduate study in educational psy-

chology during the 1962-63 intramural year. The fellowships will be awarded on the basis of academic and professional achievement and will be used to finance graduate study leading to the M.Ed., Ed.D. and Ph.D. degrees. Information is available from the chairman of the Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton, and applications, accompanied by transcripts of academic record and the names of four suitable references, are to be filed with that office before February 15, 1962.

Educational Administration Fellowships

A number of teaching assistantships, research assistantships and fellowships, ranging in value from \$1,800 - \$2,700, are available for candidates for the M.Ed. and Ph.D. degrees in the Division of Educational Administration, University of Alberta, during the 1962-63 year. The awards are open to graduate students of any recognized university who have had successful teaching experience and will be made on the basis of academic standing, intellectual ability and administrative promise.

Information is available from the office of the chairman, Division of Educational Administration, University of Alberta, Edmonton, and applications must be filed with that office before March 1, 1962.

Gage Research Fellowship

The Faculty of Graduate Studies of the University of Alberta has announced a research fellowship, valued at \$3,000, tenable for one twelve-month period (1962-63), made avail-



Sisyphus was condemned to roll to the top
of a hill a huge stone that always rolled
down again--money earned and frittered
away is earned by fruitless labour . . .

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SUMMER SESSION 1962
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Summer Sessions will be held at both Edmonton and Calgary in 1962. Teachers interested in attending at Calgary should direct all communications to the appropriate officers at the University of Alberta, Calgary.

The Summer Session Announcement will be available for distribution about January 15, 1962. If you wish to receive a copy at that time, please complete the form below and mail it to

The Registrar, University of Alberta, (Edmonton or Calgary)

Request for Summer Session Announcement

Please send me a 1962 Summer Session Announcement and registration forms.

Name _____
(print in full): Mr. _____
Mrs. _____
Miss _____ (Surname) _____ (Other Names) _____
Address _____

I plan to attend at (indicate): Edmonton ☐ Calgary ☐

SPECIAL NOTICE

Teachers who plan to register for courses in the Faculty of Education for the first time since 1945 should make immediate application to the Faculty of Education (Edmonton or Calgary) for a special information sheet concerning documents required before their registrations can be accepted.

The Long-Tailed Weasel

(*Mustela frenata*)

Weasels are among the most misunderstood members of the whole animal kingdom. Much sly, cunning evil is laid at his door and very little good. To many, he is the symbol of purposeless slaughter and is believed to kill for the sheer joy of destruction.

But there is another side to this misrepresented mammal. Blessed with boundless energy, he must kill to survive and rear his ever hungry family. He is the most efficient mouser on the continent and does untold good in destroying the mice and ground squirrels which consume our crops. Nor, as is popularly believed, does he suck the blood of his victims and leave the meat to waste. By nature he is a flesh-eater and when he kills more than he has immediate use for, it is his instinct to provide against a "rainy day".

Fearless, strong and brave he is, and will not hesitate to stand his ground against cat, dog or human. He is curious always and demands to know what is going on. The cover picture was taken a few seconds after this weasel took refuge in a fallen log.

Weasels change color seasonally in our latitudes. It is believed that this change of color enables them to capture their prey more easily and so this aggressive coloration is the opposite

of protective coloration. They mate in the summer and the litter of tiny weasels is born in a nest early the following spring. Here, we have an example of delayed implantation in which fertilization takes place and the embryos begin to develop, but then form a sort of cyst which is not implanted on the uterine wall for several months. This is quite different from the reproductive mechanism in bats in which mating takes place in the summer or early autumn, but fertilization does not occur for several months, the sperm remaining viable in the reproductive tract of the female.

Male weasels are much larger than the very small and slender females. So should you see a family of weasels cross the road in summer or autumn, do not be surprised to notice that some are much larger than others. At this time, the young males are already much bigger than their mother. The strong scent which weasels put up when they are disturbed tells us that they belong to the same family as does the skunk, the Mustelidae.

Two other weasels are represented in our fauna—*Mustela erminea*, the short-tailed weasel, and *Mustela rixosa*, the least weasel. The former is intermediate in size, while the latter, our smallest carnivore, is about the size of the least chipmunk.

— Cy Hampson

able by W. J. Gage Limited. It is offered to a suitably qualified student in a Ph.D. program for research in concept formation in and through language. The award may be held in either the Department of Psychology

or the Division of Educational Psychology. Information is available from the administrator of student awards of the University of Alberta and application forms must be completed and returned to that office by March 1, 1962.

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Fall Convocation, 1961

University of Alberta

Students in the Faculty of Education, listed below, were granted the following awards and degrees at the University of Alberta Convocation, held in Calgary on November 18, 1961. The students were presented to Convocation by Professor H. T. Coutts, dean of the Faculty of Education, with the exception of those receiving degrees of doctor of philosophy, doctor of education and master of education who were presented by Professor A. G. McCalla, dean of the Faculty of Graduate Studies. Degrees were conferred by His Honor Judge L. Y. Cairns, chancellor of the University.

GRADUATE AWARDS

THE JOHN WALKER BARNETT SCHOLARSHIP IN EDUCATION

Lloyd Wilbert West, Edmonton

THE MILTON EZRA LAZERTE SCHOLARSHIP IN EDUCATION

Kathlyn Bengier, Edmonton

THE DU PONT COMPANY OF CANADA LIMITED SCHOLARSHIP (1961)

Alexander James Dawson, Edmonton

THE SAMUEL HENRY CROWTHER SCHOLARSHIP IN EDUCATION

Allan Edward Shipton, Edmonton

THE WILLIAM EDWARD FRAME SCHOLARSHIP IN EDUCATION

Margaret Donna Weir, Olds

THE HUBERT CHARLES NEWLAND SCHOLARSHIP IN EDUCATION

Thomas David Smith, Cereal

THE THOMAS EDWIN ADELBERT STANLEY SCHOLARSHIP IN EDUCATION

Bette G. Berent, Lethbridge

SMALLEY'S RADIO LTD. SCHOLARSHIP IN EDUCATION

Stephen J. Baranek, Calgary

THE FRIENDS OF THE UNIVERSITY BURSARIES IN EDUCATION

Betty Anne Rae, Medicine Hat
Leonard L. Rusnak, Glen Park

UNDERGRADUATE AWARDS

THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST YEAR EDUCATION

Betty Ann Rae, Medicine Hat

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Edith Pauline Bontus, Edmonton
Karen Margarethe Jensen, Ryley
Rachel Ann Martin, Duchess

THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIP

Mary Ellena Davison, Edmonton

THE P.E.O. SOUTHERN ALBERTA SCHOLARSHIP IN EDUCATION

Hilda Joyce Kunelius, Calgary

THE CALGARY SECTION OF THE COUNCIL OF JEWISH WOMEN SCHOLARSHIP

Thomas Perry McIntosh, Carbon

THE FIRST YEAR SCHOLARSHIP OF THE EDUCATION SOCIETY OF EDMONTON

Betty Ann Rae, Medicine Hat

THE NOMA SCHOLARSHIP IN BUSINESS EDUCATION

Ruth Etsuko Hashizume, Medicine Hat

THE OLIVE M. FISHER PRIZE

Phyllis Audrey Morgan, Calgary

THE EDUCATION BOOK PRIZE

Marilyle Pattison, Withrow

THE MARY ROBERTA CRAWFORD SCHOLARSHIP IN EDUCATION

Joan Marie Coady, Edmonton

FIRST CLASS STANDING AND HONOR PRIZES

Fourth Year:

Emerson R. Shantz, Didsbury
Joseph A. Stevenson, Edmonton
Dorothy F. Tetley, Red Deer
Gisela E. A. Wulff, Edmonton

Third Year:

Halla K. Boychuk, Ashmont
Elsie R. Daintith, Camrose
Florence E. Irwin, Edmonton
*Marilyle Pattison, Withrow
Victor Rempel, Bowness

Second Year:

Vera I. Bracken, Medicine Hat
Mary E. Davison, Edmonton
Lillian J. Gillespie, Edmonton
Edward K. Hostetler, Tofield
Lawrence A. Kwiatowski, Warburg
Mary Lobay, Edmonton
Elsie M. McRoberts, Irma
Manfred H. Rupp, Edmonton
Norma J. Scott, Banff
Nick Tkachuk, Ranfurly

First Year:

Alan R. Bromley, Two Hills
Agnes R. Hebert, Edmonton
Betty A. Rae, Medicine Hat
James O. Ramsay, Edmonton
Maxine L. Runions, Edmonton
Leonard L. Rusnak, Glen Park

Junior Elementary:

Patricia R. Bollinger, Gleichen

*University of Alberta Honor Prize

DEGREES

ADMITTED TO THE DEGREE OF DOCTOR OF PHILOSOPHY

Alan Fergus Brown, B.A., B.Ped., M.Ed.
Jean-Yves Drolet, B.Ed., M.Ed.
Frederick Enns, B.Ed., M.Ed.
Bernard Trueman Keeler, B.A., B.Ed., M.A.
Herbert Daniel Peters, Th.B., M.A.

ADMITTED TO THE DEGREE OF DOCTOR OF EDUCATION

Laurence Maxwell Ready, B.A., B.Ed.

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Raymond Clarence Carran, B.Ed.
Milton Reinhold Fenske, B.Ed.
Mary Bernadette Glennon, B.A., B.Ed.
John Albert Jenkinson, B.Sc., B.Ed.
Billie Eleanor Jean McBride, B.Ed.
George Adolph Mann, B.Ed.
Neil MacLean Purvis, B.Sc., Arts
Steve William Radomsky, B.Sc., Arts
Robert Henry Routledge, B.Ed.
Joseph Francis Swan, B.A., B.Ed.
Ross Eugene Traub, B.Ed.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

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Francis Garfield Anderson
Kay Anderson
Ronald Hjalmar Anderson
Kenneth Powell Armitage
Mary Wynne Ashford
Ruth Alice Auburn
Jovanne Kae Baker
Eugene Elmer Balay
William Stanley Baranyk
Frederick Rupert Barber
George Langdon Bayliss
Charles Ross Beggs
Peter Belma
Axel Loren Benzon
Irvin Milton Besier
Carl Hervey Blumer
Maurice Edmond Bourgoin
Hannah Genevieve Bradley
Edmund Gordon Breikreutz
Pearl Emma Brooks
Doris Elizabeth Brosseau
Helena Myrtle Brown
Stephen Jeremiah Buckley
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Robert Findlay Burch
William Henry Burch
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Geraldine Margaret DeMaere
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Helen Smith Graham
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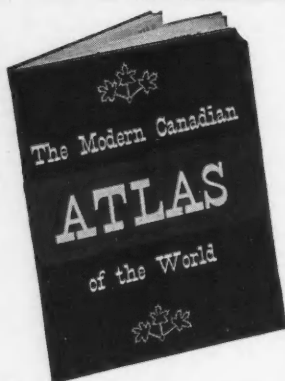
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Angus George Scariett

We are not made wise by the recollections of our past, but by the responsibilities of our future.

—George Bernard Shaw

We must have respect for both our plumbers and our philosophers or neither our pipes or our theories will hold water. —John W. Gardner

THE ATA NEWS BEAT

Programmed Learning Seminar

President J. A. McDonald and Dr. S. C. T. Clarke were Alberta delegates at the excellent Canadian Teachers' Federation Seminar on Programmed Learning held in Ottawa, November 22 - 24. Some 70 participants heard descriptions and saw examples of linear and branching programs, had an opportunity to hear about experimental try-outs in Canada and elsewhere, and were able themselves to try out "teaching machines".

All the participants agreed that programmed learning was a significant development in education which was likely to have considerable impact in the future. It was also agreed that teachers should be provided with information about this new development in education. To do this, the western provinces are jointly producing a monograph on programmed learning. Co-authors will be H. G. Trout of Saskatchewan (editor), E. L. Arnett of Manitoba and Dr. Clarke of Alberta. In Alberta, this monograph will be one in the "Problems in Education" series and should be available in February, free to ATA members.

Convention of Teachers of English

J. D. McFetridge attended the fifty-first convention of the National Council of Teachers of English held in Philadelphia, November 23 - 26, in order to bring back information and ideas for Alberta's English Council of which he is secretary. The University of Alberta sent Dr. E. W. Buxton, president of the English Council, M. Chorny, the publication's editor, Dr. Ruth Godwin, and Miss Ethel King. Miss Phyllis Weston of Crescent Heights High School in Calgary also

attended. Delegates report an active and interesting three days at a convention so large that five hotels were used simultaneously to carry out the program.

Convention Northland School Division

A great chunk of the northland, roughly a triangle from Grouard to Bonnyville to Fort Smith, was made into a school division last year. Getting "out" is a major problem for the teachers. The official trustee, Dr. J. W. Chalmers, has agreed that the school division will pay the transportation expenses "out" from the school to the nearest commercial transportation line to a convention. Since most of these teachers are teaching native children, a convention largely devoted to this topic is planned right after the Christmas holidays (January 3-4).

The Association will provide a guest speaker who is an expert in the field of Indian education and will assist the Northland Convention as it does all other convention groups. The planning for this convention was done by Superintendent L. R. Gue, W. R. Eyres and M. T. Sillito.

Western Canada Conference of Teacher Organizations

Teacher education occupied the bulk of the agenda for this conference, held November 27, 28 and 29 at Barnett House. Delegates from the teachers' organizations of the four western provinces heard Dr. John Macdonald, assistant professor of educational psychology, University of Alberta (Edmonton), give an opening paper. His theme was that, until it is clear what kind of education is wanted, it is not possible to be clear about the prepara-

tion of teachers. At present, education seems to be preoccupied with the imparting of facts, as opposed to developing autonomous, creative, critical thinkers. Teacher education for teachers who can drill facts would be different from that for those who can motivate and evaluate creative thinking in addition to imparting facts.

Provincial delegates grappled with specific problems in teacher education, especially the preparation of teachers for vocational schools and the need for a minimum of two years of teacher education. Specialist councils occupied one-half day. Means of assistance, problems related to their publications and channels of information were discussed in detail. The conference also dealt with the use of legal counsel by teachers' organizations and teacher tenure provisions.

In your behalf

Committee meetings and conferences were plentiful during November.

Dr. Clarke attended the Western Salary Conference in Saskatoon, November 6-8, and the Western Canada Conference of Teacher Organizations in Edmonton. He also attended the following meetings: table officers (two meetings), Evaluations Committee (two meetings), ATA Ethics Committee, Kindergarten Committee, Faculty Committee on Educational Research, Budget Committee of the Board of Teacher Education and Certification, Barnett House Committee, Provincial Accreditation Committee, ATA Accreditation Committee, and Alberta Advisory Committee on Educational Research. In addition, he attended the CTF Seminar on Programmed Learning and spoke at Leduc Local's induction ceremonies.

Mr. Seymour attended three important conferences during November: the Western Salary Conference, the

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ALBERTA

Western Canada Conference of Teacher Organizations, and the annual convention of the Alberta School Trustees' Association in Edmonton. A fall meeting of ATA economic consultants, an area briefing school, meetings to consider amalgamation problems in both Edmonton and Calgary, and a major grievance occupied him during the month.

Mr. Eyres represented the Association at the Calgary District and at the Fourth Edmonton District fall conventions. He attended two meetings of the board of directors of the ATA Credit Union in Calgary, a meeting of the ATA Resolutions Committee in Calgary, and a meeting of the Business Education Council in Calgary, and the Edmonton meetings of the Private Schools Committee and the credit committee of the ATA Credit Union.

During November, Mr. Ingram represented the Association at the Calgary District Convention, and attended meetings of the Ethics Committee, the executive committee of the Modern and Classical Language Council, the planning committee for the Alberta Education Conference, the ATA Scholarship and Loan Committee, and the executive committee of the Alberta Education Council. He also attended the Western Canada Conference of Teacher Organizations.

Mr. McFetridge attended meetings of the executive committee of the English Council, of the ATA Ethics Committee, and of the Barnett House

Committee (three meetings) in November. He was out of the office on a major grievance and twice in connection with collective bargaining.

Mr. Sillito attended meetings of the editorial committee of the Board of Teacher Education and Certification, a committee to plan the Northland School Division Convention, a planning group for Education Week opening ceremonies, the provincial executive of the Health and Physical Education Council, and the executive committee of the Science Council. He also spoke at an induction ceremony at Lacombe.

Mr. Doherty was present at two major conferences during November, the Western Salary Conference and the Western Canada Conference of Teacher Organizations. He participated in an area briefing school, and the meeting of economic consultants, and represented the Association at the Fourth Edmonton District Convention. Mr. Doherty also spoke at an induction ceremony in Two Hills. He was out of the city three times in connection with collective bargaining.

Voters' List

Elections, Executive Council The Alberta Teachers' Association

Membership cards will be issued to all members in good standing in the Association as of November 30, 1961. These will be mailed in January, 1962. Receipt of a card will indicate that the teacher will be entitled to vote in the elections for the Executive Council at Easter 1962. A member not receiving a card but believing himself entitled thereto may, upon proof satisfactory to the executive secretary, obtain the same.

If individuality has no play, society does not advance; if individuality breaks out of bounds, society perishes.

—T. H. Huxley

A Teacher in a Cowboy Hat

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own people. This craving for knowledge is almost unbelievable by some western standards." Those who come to the school, he agreed, are more or less the cream of primary school graduates. They come from all over the Congo, a very tribe-conscious country, yet there are no tribal differences at the school and in their unity the students are a testimony to their intense desire to learn. This enthusiasm is all the more noteworthy in view of the daily material difficulties and physical hardships the students face. For example, there is no fresh water. Lacking filters, the school is unable to purify its water supply which comes from a nearby clay-filled river, "full of snakes, crocodiles and heaven knows what", according to Racicot. As a result, there are regularly a number

of dysentery cases among the students. Washing is accomplished by means of open-air showers on concrete hard standings with perforated water pipes running overhead.

Lack of adequate dormitory facilities is another problem and the main dormitory is one huge room, about 150 to 200 feet square, hot, low-ceilinged, with a tin roof, and well over 100 cots jammed one against the other. Many of the students for whom there isn't room as internes walk barefoot two or three miles a day through the bush to attend classes and return every night to their village homes.

Yearly tuition plus board and lodging costs about \$26. In practice most of the students are unable to afford these fees as often they have to live on an annual budget of \$6 to \$8. The teaching Brothers deprive themselves,

Resolutions to the AGM, 1962

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association. A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to head office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1961 Annual General meeting. These were published in the May, 1961 issue of *The ATA Magazine*. Reference should also be made to *The Alberta Teachers' Association*

Policy Handbook, 1961. Resolutions on curriculum and pension matters must be accompanied by supporting data.

Resolutions, in the form prescribed by the Executive Council, must be received at head office on or before December 30, 1961, at 12 noon.

All resolutions being submitted to the Annual General Meeting will be printed in the March, 1962 issue of *The ATA Magazine*. Arrangements should be made for each local association or its executive committee to meet between receipt of this issue of the magazine, which will be mailed about March 15, and the Annual General Meeting, in order that the resolutions may be discussed.

almost to the bone, in order to meet the most elementary needs of the students.

Somewhat reminiscent of descriptions in Dickens, but even worse, an "unsupplemented" daily menu consists of two meals—a slice of bread with water in the morning and beans cooked in palm oil in the evening. Dried fish appears about once a week and potatoes and yams more frequently. But despite these problems, Racicot is quick to add, the students face the future with confidence and, now and again, with augmented rations they manage to scrape up. Nor are the boys the only ones to suffer hardships; Racicot and the Brothers have an equally Spartan, almost monastic life and diet. Working hours are from 8 a.m. to 4 p.m. During what would normally be a lunch break, from 12 p.m. to 2 p.m., the students sit quietly in the classrooms, reading and studying—"they are very disciplined and don't budge from the classrooms until they hear the bell." From 2 to 2:30 p.m., they have a recreation period usually playing football in little groups despite the searing sun, temperature around the 100 mark, and clinging humidity.

In addition to teaching his 252 pupils English, Racicot is busy devising a new method of teaching the language adapted to the country's needs. There are at present no Congolese English teachers and practically none of the students have ever heard the language spoken, though most are fairly fluent in French in addition to their own vernacular language. Calling it "Sight and Sound", Racicot says his new method, "makes them see the sounds by phonetically spelling out English words in terms of French sounds." By using the audio-visual

techniques, he aims at fixing words and phrases in their minds through association of ideas. The system seems to be successful judging by a sample reading class I listened to.

Every class, incidentally, begins with a jovial question, "Is everybody happy?", as Racicot strides into the room, doffs and places his cowboy hat on his desk, to the answering, grinning chorus of "Yes, sir" with emphasis on the "Sir".

Armed with this new method, non-English speaking Congolese, Racicot hopes, will be able to teach the language while at the same time learning more of it themselves. A desire to learn English is being increasingly expressed by students all over the Congo. English is replacing Flemish as the second language (French remains the first), which had to be taught under the Belgian regime for political reasons. "Lots of these young boys want to go to America eventually," said Racicot. "Their minds are much more fixed across the Atlantic on the New World now than on Europe."

Racicot says he wants to stay on for another year at least after his contract with UNESCO ends. "This is the kind of work humanity needs; it's the best kind of 'foreign intervention' to have." These feelings are shared and reciprocated also by the teaching Brothers and students alike. So it seems as though this cheerful, colorful, and very dedicated figure, bobbing along under his cowboy hat, will be around the Lower Congo for quite a little time to come.

This is a refreshing example from the other side of the coin, of how international assistance from the United Nations is achieving practical and constructive results in the Congo, results, also, which seem to be appreciated.

An Opportunity with UNESCO

Notice of a position with UNESCO for a program specialist (teacher training) has been received through the Canadian Teachers' Federation. The incumbent of this position will assist in the coordination and implementation of the UNESCO program in the field of primary school teacher training, particularly in Asia. The head of the project for the development of primary education in Asia is stationed in Bangkok.

Required qualifications include a degree in education with specialization in teaching and/or administration, experience in primary school training, and acquaintance with educational conditions in Asia. An excellent knowledge of one of English or French and a good knowledge of the other language is required, and knowledge of other languages is desirable. Salary on initial appointment is at a rate equivalent to \$6,000 (US), payable mainly in French francs, plus allowances. The appointment will be made as soon as possible for a two-year period.

Applications for this position are to be received before January 10, 1962 and should be addressed directly to: Chief, Bureau of Personnel, United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, Paris 7, France.

The First Christmas Star

(Continued from Page 8)

conjunction was not so inimitable, since such events occur about once in twenty years. No doubt these pseudo-scientists were familiar with such conjunctions. On this occasion, however, the conjunction was taking place in

Education for Responsibility

(Continued from Page 15)

As Aristotle said: "It is by doing just things that we become just, by doing temperate things we become temperate." Thus the teacher's duty is not merely to talk of freedom and responsibility, but to give the children more and more of both, and consequently to make himself progressively less necessary.

Conclusion

In the dark days of 1943, Roosevelt said: "The basic issue of this war is the basic issue of those who believe in mankind and those who do not." That belief must be basic at all times, or there is no hope for the world.

And so I put this challenge to teachers everywhere—do you believe (as Kant did) that we should be human beings and treat everyone else as human beings? Do you really want a richer world, a healthier world, a freer world, a cooperative world, a world "where the war drums throb no longer"? All these depend on the quality of human beings, on their willingness to act responsibly. To achieve this, parents, workmates, playmates, churches, newspapers, cinema, radio, television, and teachers should all play their part, but whoever else evades his duty and his responsibility, it must not be the teachers.

the constellation of Pisces which could only mean that something of importance was going to happen among the Jews.

On May 29 of 7 B.C., this very conjunction took place and Jupiter, the great god, passed Saturn, but not for long. Within a few weeks, Jupiter came to a stop and started backwards

toward Saturn in the west. Had the great god forgotten to tell Saturn something? On September 29 of 7 B.C., a second conjunction took place and a few months later Jupiter ceased its westward motion and started an eastward path, once more passing Saturn for the third time in one year —on December 4 of 7 B.C. These three conjunctions of Jupiter and Saturn within the time span of one year were very unusual, and in their superstitious minds, the Magi sought to explain these unusual star motions by relating them to events on the earth. They surmised that a King of the Jews was to be born in Bethlehem of Judea and they set forth to pay homage to this King.

While they were on their way, the red planet, Mars, came into view out of the west in the early evening twilight

and hurried as if to join the great gods of Jupiter and Saturn. This event took place in February of 6 B.C., and was a rarity, indeed, since it occurs only once in 800 years. Was this triple conjunction of Jupiter and Saturn and the presence of a lesser god, Mars, thus forming a triangle of "wandering" stars, the star that the Wise Men saw?

Men have wondered throughout the centuries what the phenomenal light of the first Christmas really was and perhaps we shall never know; but it is interesting to realize that the astronomical set of conjunctions coincided with the time that Jesus is believed to have been born. There have been many unusual astronomical events, any one of which could have been the star. Though the exact interpretation of the star that hovered over Bethlehem's manger will escape us forever, one thing seems certain: it heralded a life on earth that changed the course of human history and indelibly altered the thinking of all mankind. On that first Christmas morning when the sun peeped through the cracks of the Judean stable, there was a light so bright that not all the stars of the heaven combined could equal it. This light, we do know, has illuminated the hearts and souls of mortal men and influenced the entire course of subsequent civilization.

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Q & A

OUR READERS WRITE

◆ *I understand there is a fixed rate for substitute teachers of \$15 a day. Am I correct?*

The rate for substitute teachers is usually set forth in the collective agreement. Sometimes it is a fixed rate, or it may be one-two hundredth of the basic salary rate for each day taught, or there may be one rate for elementary teachers and another for junior high and/or senior high teachers. If the agreement does not specify a rate for substitute teachers, the board can set a rate. It follows that there is no uniform rate throughout the province.

◆ *How much is a subscription to The ATA Magazine for a substitute teacher?*

If you substitute for ten days or more during a month you are required to pay membership fees for that month and this would include entitlement to that month's issue of the magazine. During months in which you do not teach on ten or more days, you would not receive the magazine and would therefore have to order individual copies at 35¢ a copy, or alternatively you could place a subscription at a preferred rate of \$2.25 a year.

◆ *Is it permissible to require students to buy workbooks not specified in the course of studies?*

No teacher has authority to require students to buy textbooks or workbooks other than those which are

authorized by the Department of Education on the authority of the Minister or such reference books as may be approved by the school board in cases where the local authority has the option of selection.

◆ *I sure don't think much of our schools and I'm going to learn my kids their three R's right here at home, and they can't stop me, can they?*

They certainly can! Unless you can prove that you are capable of giving efficient instruction in the home (which we doubt), you will be served with a warning notice requiring you to send your children back to school. If you fail to heed the notice, you will be prosecuted before a justice of the peace or a magistrate.

◆ *Why didn't I receive a notice of a meeting of my specialist council this fall? I paid my membership last spring.*

We can't say for sure why a notice did not reach you. We do know that each year many teachers change their place of employment, and if you are one of these but did not notify your council's secretary of your change of address, the notice probably was returned undelivered.

◆ *Must a parent pay for damage done to a school fence by his son? What can be done if the parent refuses?*

A parent is required to replace or pay for school property destroyed, broken or damaged by his child. If he fails to pay, the child may be suspended from school until payment is made.

Shell Merit Fellowships

Now in its seventh year, the merit fellowship program of Shell Oil Company of Canada, Limited will again provide ten fellowships for study at Cornell and Stanford Universities during the summer of 1962. The fellowships are available to high school teachers and supervisors of mathematics and science who have had five years of experience and have shown qualities of leadership. Each fellowship provides full tuition, fees, board and lodging in university facilities, a

transportation allowance, and a stipend of \$500.

Alberta teachers should request information and applications from Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California. Applications are to be filed as soon as possible and must be mailed not later than January 4, 1962. Selections will be made by the universities and teachers will be notified early in February. The Stanford seminar will last from June 25 to August 19, 1962.

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THE SECRETARY REPORTS

New Functions for the Teacher

In the past, the teacher's work was considered to be fairly uniform in nature. Every teacher taught, and teaching was pretty much the same thing at elementary, junior high and senior high school levels. It involved knowing the subject matter to be taught, organizing it into lessons, preparing these lessons, teaching, planning for student activities, and testing. On this basis, the preparation of the teacher for the performance of these tasks, and the experience of the teacher in these tasks, led to the wide adoption of the preparational type of salary schedule.

There have been three major divergencies from the "uniformity of task" concept of the work of teachers. One of these is that some teachers have been assigned specific, different tasks as administrators. Insofar as they are administrators, they organize the school program, assign duties to teachers, and are responsible for the safety, health and discipline of all pupils. These extra or different functions have, over the years, been recognized in increased salaries for administrators. The second divergence from uniformity of task is that some teachers have been appointed as supervisors. They work with teachers to improve the latter's instruction. Again, this different function has been recognized in the past in differences in pay. The third divergence is based on departmentalization or subject specialization. In the past, the elementary teacher was a generalist while the secondary teacher was more or less a specialist. Part of any difference in task could be taken care of in the different preparation required for each level, and it was. Thus, in Alberta, minimal certification to teach the elementary grades requires one year, but for Grade XII requires three years. However, there are in Canada many preparational scales which provide an extra bonus for teaching at the secondary level. In Saskatchewan, Manitoba and Ontario, the school board which administers secondary education is often distinct from the school board which administers elementary education. In such instances, pay scales are typically higher for secondary teachers with equal preparation. The functional basis of such pay differentials is not nearly so clear as in the case for supervision or administration.

Present trends indicate increased functional differentiation in education. It may take two forms. One is an extension of supervision. The second is more functional differentiation within teaching. Either may lead to further functional bases of pay superimposed on a basic preparational schedule.

The supervisor works with teachers, in contrast with the teacher who works with students. An extension of supervision can tend to degrade the teacher as a professional toward the position of a technician who has a minimum of decisions based on professional judgment.

More functional differentiation within teaching could tend to produce a hierarchy in the teaching profession. There might be levels of recognized difference of function and these would in all probability lead to levels of pay additional to those based on preparation and experience. Those who bemoan that the only avenue for advancement for the classroom teacher is to leave the classroom and go into administration will welcome certain possibilities for the "master teacher".

What kinds of functional differentiation may develop? Already the city schools operate a summer session. Teachers are selected for these schools, and for an additional function receive extra pay. It may well be possible that curriculum development by school systems, especially accredited school systems, will proceed in the same way. Selected teachers will have the opportunity to perform an additional function during the summer, or half-time during the year, for extra pay. If teaching machines come into use, programs of instruction for these must be developed. Teachers might be offered an opportunity to work in summer, or more likely might be freed part-time (say, half days) to program. Other aspects of the new educational technology such as educational television, and other aspects of organization such as team teaching in large and small groups, may open the way to additional functions. The most likely of all is that, as internship is recognized as a necessary and integral part of teacher education, it will also be recognized that the supervision of interns is a different (and difficult) function which can be the basis for extra pay.

Ten years from now, it may be that the basic preparational scale will be adorned with extensive functional trappings. We are familiar with some already (extra pay for supervision and administration) for functions which are not essentially instructing students. The extension of such practices into instructional areas would lead to further differentiation of pay for teachers according to function, and would inevitably develop a hierarchy within the ranks of teachers.

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